

Regulation Before Reasoning: Responding to Student Escalation in the Moment	
Training Description	A brief microlearning experience that helps middle school educators respond effectively to student escalation by prioritizing emotional regulation before problem-solving. The training provides clear do's and don'ts, sample language, and immediate next steps teachers can use during challenging classroom moments.
Workplace Audience	Middle school teachers and support staff (grades 6–8)
Training Purpose	To support educators in applying calm, consistent de-escalation strategies during moments of student escalation.
Rationale	While teachers often receive extended professional development on student behavior, these sessions frequently cover many strategies at once. This creates cognitive overload and limits immediate application. A focused microlearning experience allows educators to revisit one essential strategy quickly and apply it during real classroom situations.
Skill or Knowledge Gap	Teachers know <i>why</i> regulation matters, but struggle with: <ul style="list-style-type: none"> • What to say in the moment • How to avoid power struggles • How to reduce escalation without lecturing
Training Approach	Performance-based microlearning (Focused on improving real-time classroom responses)
Learning Objectives	By the end of this microlearning, participants will be able to: <ol style="list-style-type: none"> 1. Identify an appropriate teacher response to use during student escalation. 2. Distinguish between language that de-escalates behavior and language that escalates it.
Delivery Method	Short eLearning video (3 minutes) with on-screen prompts and example language
Time Required	3 minutes total

Action Steps for Audience	<ol style="list-style-type: none">1. Watch the 3-minute microlearning video2. Review de-escalation language3. Respond to the scenario-based question
Micro-Assessment	Scenario-based multiple choice embedded in video